2: Milosz S-5 (no date)1953 El Europe El

in turn surrender. Despite its apparent appeal to reason, the "club's" activity comes under the heading of collective magic. The rationalism of the doctrine is fused with sorcery, and the two strengthen each other. Free discussion is, of course, eliminated. If what the doctrine proclaims is as true as the fact that 2 × 2 equals 4, to tolerate the opinion that 2 × 2 equals 5 would be indecent.

From his first day in school, the young citizen receives an education based on this truth. There is a great difference between schools in the people's democracies and schools in the West, for example the schools I attended in pre-war Poland. My friends and I were exposed to a dual system of values. Mathematics, physics, and biology taught us scientific laws, and inculcated respect for a materialistic outlook inherited from the nineteenth century. History and Letters seemed to elude scientific laws, while the history of the Catholic Church and Apologetics cast doubt, though often naïvely, on what physics and biology taught. In the people's democracies, the materialistic outlook of the nineteenth century has been extended consistently to every subject; history and every branch of human creativity are presented as governed by unshakeable and *already known* laws.

In the nineteenth century, with the rise of literacy, brochures popularizing scientific theories made their appearance. Regardless of the intrinsic worth of these theories, we must grant that from the moment they take on a popular form they become something other than what they were as hypotheses of scientific research. For example, the simplified and vulgarized version of Darwin's theory of the origin of species and the struggle for existence is not the same concept that it was for Darwin or for his scholarly opponents. It takes on emotional coloration, and changes into an important sociological element.

7:Gluckstein S-4 (no date)1952 El Europe El

The direction of people's minds along the groove required by Moscow begins at school. Pupils in Ukraine are made to pay tribute to Kutuzov, known as the hangman of the Ukrainians. Chmelnitzki, who massacred the Jews and betrayed the Ukrainian peasants into Russian serfdom must be acclaimed a national hero. Pupils in Azerbaidjan must be taught that the Russian occupation of their country in 1806 was not symbolic of the superiority of Russian arms alone, but shows the long attachment of Azerbaidjan to Russian culture. It is often very difficult for the non-Russian scholars to explain their history in the way required, and they are frequently accused of nationalism. In the summer of 1944, the Central Committee of the C.P.S.U. severely criticized the cultural work of the Tartar Republic, its main defalcation being nationalist falsifications in the teaching of its national history. The Tartars were instructed to emphasize the elements in their history which united them with Russia (*Propagandist*, 15th June, 1944). The journal *Kultura i Zhizn* of 30th November, 1945, is devoted mainly to criticisms of 'nationalist deviations' in the teaching of history. The institutes of history in the Ukrainian, Tartar, Bashkir, Armenian, Georgian, Latvian and White Russian Republics all come in for their measure of stern criticism.

The war proved a great test for Stalin's national policy. The fact that the soldiers of the U.S.S.R. fought with great courage proves nothing by itself. Russia's greatest military victories in the eighteenth century were won by Suvorov in Catherine the Great's reign, the worst period of serfdom. The serfs who were so cruelly exploited showed immense heroism and self-sacrifice in the army. In the Second World War the German and Japanese soldiers doggedly persisted in their struggle even when all hope of military victory was lost, but this fact does not prove that there were harmonious social relations within these countries.

It is extremely difficult to discover the whole truth about the number of quislings in Russia. The case of General Vlassov is well known. He received the highest orders of the Red Army at the beginning of the war, but on being taken prisoner by the Germans, organised an army of between 100,000 and 1,000,000 prisoners of war from the U.S.S.R. to fight by the side of the Germans. This by itself, however, indicated very little. Hitler,